

S A F E T Y

Two Sections - Section One



EDITOR'S NOTEBOOK

School people, it might be said, devote most of their lives to making ready. First and foremost, they make youngsters ready for life. And always they work to make themselves and their school plants more ready to meet the changing needs of the young people in their charge.

This issue of *Safety Education* is also concerned with making ready. There is material intended for your immediate information and use, planned to *help you make young people ready* for safer spring and summer living. There is additional material slanted at the future, this intended to *help you make ready* for the school year ahead.

Of immediate interest in the pages that follow is the article on safe practices in school baseball, as prepared by Frank Wiechec, trainer for the Philadelphia Phillies. Also of current import are two short pieces, one on how to make safety the companion of classes embarking on a spring field trip, the second a brief discussion of how the public schools in Portland, Oregon, use the final report card to send safety home for the summer.

As regards summer safety, we recommend you particularly to our forum-in-print for the month. Here six educators from across the country show you how each plans before school closes to forestall playground accidents during vacation months. Finally, and very much on the subject of special summer perils, we direct your attention to our inside back cover where you will find an offer of free material on the hazards of discarded iceboxes. The new data sheet and poster described there should be ordered by return mail; both should be used before school closes to help make sure that all of the youngsters now in your classes will return to school next fall.

At the moment, next September may seem quite far away. But the fact is there are certain plans for the future which every educator, and certainly every school administrator, should make before he locks his desk for the summer. These might well include:

► Consideration of the formation, next year, of a student safety organization. The article beginning on page two tells you why this is worthwhile and just how to go about it.

► Attendance, next October, at the 42nd National Safety Congress in Chicago. You'll find a one-page description in this issue of what awaits you at this annual meeting of safety experts.

► Regular use, in every elementary and secondary classroom, of monthly safety lesson units and posters. A complete outline of the NSC units and posters as now being prepared for the coming school year appears on pages 10 through 13, together with the suggestion that you estimate your needs and order your supplies before this week is out.

We hope yours is a safe and most satisfactory summer and that, as a consequence, you return to school next fall relaxed and ready . . . ready for a year of safety for greater adventures!

Alice Carlson

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Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 9 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

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SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1954, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.30 a year. Reduced prices for quantity orders.

by **Marian Telford**
Senior Field Representative
School and College Division
National Safety Council



SAFETY should be the concern of students as well as faculty. If safety is studied solely in the classroom or administered by teachers and principal, students may gain the impression that safety is the responsibility of only these elders.

Student organizations vested with authority from school administrators have proved effective in furthering safety programs of many schools. Democratically operated student safety groups in many cities have demonstrated they can produce and develop safety plans which might not otherwise be discovered. And such groups have been found to nourish student leadership for many fields. For safety is an area where young people can take definite steps toward the solution of problems which immediately affect them and where they have demonstrated their ability and desire to do so when given an opportunity.

Schools vary in size. So, and as a result, do plans for specific student organizations. But certain principles will be true for the establishment and operation of an effective student safety group in any school. Here we will outline briefly the general principles to follow in setting up a student safety organization. Later we will take up such specifics as the place of the student safety organization in the school and community, the function and operation of

A student safety organization will reinforce your efforts for accident prevention . . . because it will place the responsibility for their personal security on young people as well as on teachers and administrators. Here's how to organize a student safety group in your school next term . . . how to

Make Safety Their Responsibility, Too!

committees, suggested activities, and other facts pertinent to the continued, successful operation of any student safety organization.

Just what is a student safety organization? Simply, it is or ought to be the nucleus of the safety movement in the school in which it exists. It plans and organizes the student safety activities. It functions through duly elected representatives. These representatives meet to plan for the student body, then take their plans back to fellow students in the rooms they represent, there to gain the support of the entire school for the safety program. And, always, the student safety organization has as its purpose the promotion of safety throughout the school, by the elimination of hazards in the school environment and the development of safe habits in every student.

How do you go about setting up a student safety organization in your school? You start by impressing the need for such an organization on the faculty and, equally as important, on students. For both faculty and student body must be in complete sympathy with the program from the outset if it is going to succeed.

If you are a principal, your first action is to call in outstanding members of the faculty and acknowledged student leaders. To them, separately, you outline briefly the need for such an organization, asking for ideas on how it can be best established and operated. These students and teachers then take up responsibility for further promotion of the idea. Faculty people "sell" other teachers on the plan. Student leaders show their fellows the reasons for having this new organization. Teacher bulletins and the school paper help to broaden interest

in the program at both levels. All this is done long before it is time to hold your first meeting.

To be successful, your student organization must have four essential features from inception:

▶ It must be student run, along democratic lines . . .

▶ It must have outstanding faculty leadership . . .

▶ Every member of the faculty and the entire student body must be constantly informed of its objectives and plans . . .

▶ It must have a carefully worked out program of action to meet the needs of *your* school.

To amplify each of these "musts" one by one:

Your student organization *must be organized and must operate democratically*. Students must be given an opportunity to put their own ideas into practice, to make decisions. Only when student suggestions are welcomed and acted upon will your safety organization be assured of active participation from the entire student body.

Nevertheless, representatives serving on your student safety organization must be carefully selected. If elected (say, one from each homeroom, which is a desirable procedure) some preliminary work should be done by the faculty to make sure that nominees in each homeroom are outstanding and responsible young people, with the ability and time to do the safety job required. For example, the faculty might stipulate that homeroom representatives be nominated only from among those having certain minimum grades. (Study time of these young people could be cut into for special activities more easily than could that of those who must





This initial article on student safety organizations does not attempt to answer all questions on the subject. There are many more to be discussed: How often does the organization and each of its committees meet? . . . How extensive are the activities of each committee? . . . What would be a sample, month-by-month activity program for a school year? . . . How can the classroom teacher help the safety organization? . . . What position does the student safety organization have in the school and community?

These and many other questions on student safety organizations will be answered in articles scheduled to appear in future issues of **SAFETY EDUCATION MAGAZINE**. Meanwhile, if you have queries about the general outline of the organization as here developed, or if your experience with such organizations in your school has brought out additional information which would be helpful to those about to form their first student safety group, write us now.

—The Editor

work harder to "pass.")

Setting up of a homeroom nominating committee composed of several students and the teacher will make it possible for the faculty to direct selection of candidates still further without removing the benefits of democratic election of representatives. In session with such a committee, a teacher may remind young people that the nominees they select should be: interested in safety, not so active in other school activities that they will have no time for this one, respected by most other students, and willing to assume responsibility.

The "slates" which come out of such nominating committee meetings are more likely to result in an initial safety organization made up of interested and intelligent homeroom representatives. This is most important to insure the right start for your program. For inefficient or ineffective student safety organization members will doom your safety program from the start.

In some schools an alternate type of organization has functioned effectively. Since safety is an over-all program that must work through all other agencies in the school to accomplish its purpose, the student safety organization can be composed of the presidents of all other school groups. Under this plan, any program of action agreed upon by the student safety organization is assured of success . . . the leaders of the groups which will execute the program have developed it. Of course the faculty, as one of the important groups in the school, is also represented in this type of student safety organization.

Finally, if your students cannot be trusted to elect high-type safety organization representatives, the faculty might appoint the first members of the student safety group. This action, however, gives you an organization which, even though made up of outstanding students, may not have full cooperation of the student body. If you do follow this method of selec-

tion, make your appointments on the basis of ability plus acknowledged leadership among other students.

Once you have your organization, the next step is outlining of its duties and responsibilities. The young people may wish to have the organizational plan and method of their student safety organization clearly set forth in a constitution to be formulated and adopted by the students. (A sample constitution appears on these pages.) They will also wish to elect officers. Suggested officers are:

- ▶ a president to call and preside at all meetings, appoint committee chairmen with the help of the adviser, and be the official representative of the student safety organization to the school and community.

- ▶ a vice president to assist the president and preside in his absence.

- ▶ a secretary to keep the official business record and handle all official correspondence.

- ▶ a treasurer to keep the funds, pay all authorized expenditures, and maintain an accurate account. His (or her) procedures should follow standard procedure for handling other school funds.

Your student safety organization is now established. But it needs, in addition to the young people indicated, *outstanding faculty leadership*. The success of your organization will depend in large measure on the type of faculty leadership you provide for it.

The faculty adviser for your student organization must be genuinely concerned with safety problems, must be well liked and respected by students, must (in turn) like young people, and must have the time to spend planning and working with the group. The willing and able teacher who has already accepted responsibility for advising a number of other student groups is not necessarily the best choice as faculty adviser to this group. Furthermore, it should be recognized from the beginning that the faculty

member appointed to this responsibility must be given time to fit it into his school day . . . even to the possible extent of adjusting his teaching load.

The faculty adviser you name must be an individual qualified to act as liaison officer between school and community agencies interested in sponsoring safety activities. At the same time he must be a person willing to remain in the background during the student safety organization meetings . . . shaping the program by consultation rather than by autocratic rules or by a previously laid out program by which students must abide. (As a guide in your selection of this adviser, such a teacher will probably conduct his classes on a discussion basis rather than by the lecture method.)

Your organization is now established, its initial members, officers, and adviser named. However, before they can begin to work effectively . . . and throughout the months ahead . . . *every member of the faculty and the entire student body must be informed of the plans of the group.* You begin by introducing the duly elected (or selected) members of the organization, its officers and its faculty adviser to the entire student body in assembly. At this assembly you allow the new officers to outline initial plans of the safety group. And throughout the year the faculty adviser, speaking for you, encourages these young people to report regularly to the school at large . . . through their homeroom representatives, in special assemblies, in the school newspaper and, where necessary, by special bulletin.

But informing the student body of what the safety organization is planning is not going to be enough. All students must be encouraged to be active in carrying out the safety program. *Such interest can be the result of a carefully worked out plan of action which meets the needs of your school.* Survey and analysis will have already indicated to the administration what these needs are; from such a survey a seasonal and topical plan of action can be worked out which will keep the organization and the school active on safety projects every month of the school year.

Some general hazard areas are apparent in almost all schools; these are the themes around which the National Safety Council annually plans its safety lessons and posters. These same monthly themes might be adopted by your student safety organization, with special activities of the group tied in to the safety lessons being learned that month in class and via the connected poster. Or variations on these themes

Continued on page 39, column 2

Suggested Constitution for Student Safety Organization

ARTICLE I. NAME

The name of this organization shall be the Student Safety Organization of (your) High School.

ARTICLE II. PURPOSE

The purpose of this organization shall be to promote individual, school, and community safety.

ARTICLE III. MEMBERSHIP

Active membership in this organization shall include a representative from each homeroom. Representatives shall be elected for one year by the pupils of the homeroom (or by other groups represented, if plan of selection is different). Associate membership shall include all other pupils in the school.

ARTICLE IV. OFFICERS

The officers of this organization shall include president, vice president, secretary, and treasurer. Officers shall be elected for one year by a majority vote of the active members.

ARTICLE V. DUTIES OF OFFICERS

The president of this organization shall call and preside at all meetings, appoint committee chairmen, with the advice of the adviser, and shall be the official representative of the organization.

The vice president shall assist the president and preside in his absence.

The secretary shall keep the official business record of the Student Safety Organization and shall handle its official correspondence.

The treasurer shall keep the funds, pay all authorized expenditures, and maintain an accurate account.

ARTICLE VI. COMMITTEES

This organization shall function through standing and special committees. Standing committees shall include committees on program, publicity, accident reporting, inspection, bicycle, bus patrols, school safety patrol, farm safety. The president shall be empowered to create such special committees as are deemed necessary from time to time. (Committees suggested here merely indicate possibilities. Those named in the constitution of your school safety organization should be those which fit the needs of your school, with the understanding . . . as indicated . . . that other committees can be set up as needed.)

ARTICLE VII. SPONSORSHIP

This organization shall operate under the general supervision of the local school administration and in cooperation with the local safety council, or the School and College Division of the National Safety Council. Directly, this organization shall operate under the supervision of the principal of the school and an adviser appointed from the faculty by the principal.

ARTICLE VIII. MEETINGS

Meetings of the Student Safety Organization will be held (here insert the regularity of meetings decided upon).

ARTICLE IX. AMENDMENTS

This constitution may be amended at any regular meeting of this organization by a two-thirds vote of the members, subject to the approval of the local school administration.

on the baseball diamond . . .

Safety Is a Boy's Best Friend

by **Frank J. Wiechec**

*Trainer, Philadelphia National League Baseball Club (Phillies)
and Philadelphia Eagles Professional Football Club
as told to: John Gwin, Editorial Division, National Safety Council*



ASK any major league ball player which opponent he dreads most . . . and chances are he'll reply "Old Man Accident." A big league baseball player's career in the limelight is relatively short, and injuries have blighted many a brilliant career. The player is safety-conscious because his paycheck is at stake. Club owners are concerned with the well-being of players because they have a tremendous investment to protect. Big league material is hard to find and the process is expensive.

Of course, these motives don't apply to a

school sports safety program. School sports are calculated to build character, not make money. But a prime consideration of coaches and school authorities is safety of the students . . . on the playing field as well as in the classroom.

While professional teams have an almost unlimited training budget, many of their methods could be applied in smaller scale to any school sports program. School teams can follow the pattern set by major league baseball clubs to prevent accidents and injuries.

A careful physical examination is an initial

"must." It will screen out those who would be endangering their health by participating in a strenuous sport. Also, it will aid team management in choosing the right player for the right position.

The exam should include the usual heart, lungs, ear, nose and throat checkup. Weight is important. Overweight will definitely affect movement and make the player more susceptible to injury. Examination of the joints is also important. A weak knee or ankle, a strained shoulder or elbow, will undoubtedly affect performance.

A big league team spends five or six weeks



Whether he wants to pitch or catch . . . or play any other position on the school team . . . the young baseball enthusiast can take safety cues from the big leagues. In this article a big league trainer supplies safety hints for school players and coach alike.

in spring training camp preparing the players for a 154-game season. Coordination of mind and body must be sharpened. The muscles and joints must be loosened . . . then strengthened. Team play must be developed and new players watched and compared with more experienced members of the squad.

Proper facilities, safety equipment and safe practices are three factors constantly thought of during the training period and the regular season. Arranging facilities so that accidents will be kept to the absolute minimum is, admittedly,

sometimes an expensive procedure. And a school athletic budget may lack funds for a large scale program. But safety need not be forgotten. Safe practices can play a prominent role in the baseball teaching program.

By position, these are the more frequent causes of baseball injury and some ways to avoid them:

Outfield.

► Losing a fly ball in the sun and being hit by the ball. Sunglasses should be worn by outfielders and infielders (though the first baseman may have infrequent need of them).

► Colliding with the wall or fence while chasing a fly ball. Pete Rieser, former Brooklyn Dodger great, collided with the Ebbets Field wall so often that the management ordered the outfield fence padded with foam rubber mats. This is a suggestion for high school fields as well. A cinder path before the wall or fence can also serve as warning.

► Collision with other fielders, while intent on catching a fly ball. Team captains, whenever possible, call out which player should "take it." Or the fielder signals his teammates away.

Infield.

► The defensive first baseman or pitcher may collide with the runner at first base or along the base line on a bunt play. Or, when covering first, the defensive player could be spiked if he placed his foot on top of the bag or in the path of the runner.

► Spiking, collision, or being hit by a thrown ball are hazards of making a play at second or third base, especially when a runner is sliding into the bag.

► Infielders may collide when a high fly is hit over the infield. Here again, the team captain should decide which player should make the catch if the fielder does not signal.

► The pitcher is in danger of being struck by a line drive when the batter "returns" a pitch much faster than it went to the plate. Just such an incident curtailed the fabulous career of "Dizzy" Dean.

Behind the plate.

The catcher may be endangered by foul tips or wild pitches. Danger areas are his fingers, throat, groin, feet and toes. For protection, his gloved hand should always lead his throwing hand. The fingers of the throwing hand should be bent under to protect his fingertips. The catcher should also examine his safety equipment carefully before each game. The mask, shin guards, chest protector, glove . . . all

should receive good care. He should also wear a metal supporter at all times while behind the plate.

Actually, there isn't a team player who cannot increase his own chances for safety while on the playing field. For example:

Pitchers should get in the habit of automatically stepping into a fielding position after delivering a pitch. The glove should come up to protect the face. The pitcher's eye should follow the ball until it is hit out of the infield, the play is made, or the ball is returned to him. Bubba Church, former Phillies pitcher, was struck over the eye by a terrific line drive from the bat of Cincinnati slugger Ted Kluzewski. He was out of action for the rest of the year and almost lost the sight of his eye.

The pitcher should also practice covering first base for close plays or bunts when the first baseman is out of position. Russ Meyer, a Brooklyn pitcher, once made the mistake of crossing first base in the path of a runner. The resultant spike wound nearly severed Meyer's heel cord and he was lost to his team for the remainder of the season.

Infielders have often heard "keep your eye on the ball." It's good baseball; it is also good safety practice. And keeping the body out of the way of a sliding base runner is another good habit to develop. The fielder making a tag should let the runner slide into the ball, virtually tagging himself.

First or third basemen should be cautious when coming in for an expected bunt. The batter may "hit away" . . . and a line drive at such close range could be extremely dangerous. For a bunt play, the infielder coming in should be in a crouch, glove up. Another safety precaution is to pick up loose stones and sticks from the infield dirt. This helps guard against a ground ball taking an unexpected (and painful) bounce. In major league parks infields are dragged and smoothed out by the ground crew after the fifth inning.

Outfielders, in line with the hazards already indicated, should be acquainted with their surroundings, know the location of all obstructions, and have a definite set of signals with teammates in the outfield and infield.

The batter is in the most danger. It is almost a rule in the big leagues . . . and it is required in Little League baseball . . . that players wear a padded protective helmet or a helmet liner while at the plate. A fast pitcher hurls a baseball at something like 90 miles an hour. (Bob Feller's fast ball was electronically "clocked" at 98 m.p.h.) With the pitcher's

mound just 60 feet, six inches from the plate, this means the batter has less than a half-second to make up his mind whether to let the pitch go by, to swing, or to just plain duck. Needless to say, the batter should never take his eye off the pitcher or the pitch.

The only major league baseball fatality was the result of a "beaning." Ray Chapman died after he was hit by a pitch during the 1920 season. A protective helmet or helmet liner might have saved his life. In other cases "beaning" has had a psychological effect on the future of the batter. Many big leaguers struck on the head by a pitched ball saw their batting averages go down because they developed a subconscious fear of being hit.

The runner. Once on base, the runner should pick up dirt or pebbles and hold them in each hand. This will automatically close the fist. Closed fists will help to prevent strains of the wrist or hand, as well as jammed or even stepped-on fingers when he attempts a slide. (Ritchie Ashburn, popular Phillies center fielder, fractured three bones in his hand when he dove for base and jammed his hand into the bag.) Moreover, the runner should *not* slide into the base head first. Chances of head injury are great . . . the opposing fielder may accidentally jam his knee into or kick the head of the runner. Or the fielder might fall upon the runner or hit his head hard when making a tag.

*

We've already mentioned some of the equipment which should be worn for safety. In addition, the high school or college which has a team playing a regular baseball schedule will want to consider these aids:

Sliding pads. Worn separately under baseball pants, they cover the hips on the side and back. Contusions, or "strawberries," are frequently seen after sliding. Pads will prevent this injury and infection to the hip and leg.

Mesh heel pads. These are made of light, flexible metal and are worn under the stocking of infielders covering bases. They cover the heel cord for about six inches above the heel, protect against the spikes of a runner.

Pitcher's toe plate. A pitcher nearly always drags his foot after finishing a throw. Friction of this drag not only wears leather but can cause blisters and infection. An extra piece of heavy leather or metal attached to the side of the shoe protects him.

Hand protectors. Catchers use small pads of foam or sponge rubber in the palm of their catching hand to protect against hard thrown

balls.

Additional safeguards for players exist in the facilities provided for them by their schools. Some facilities to help the player in action defend himself against accidents have already been indicated. Others are:

Clear and distinct foul line markers. These give warning to the fielder that he is running out of bounds and into some obstruction.

Screens during practice sessions. In front of the first baseman a screen protects him against line drives from the batting cage during fielding practice. A waist high screen in front of the batting practice pitcher will protect him against line drives. In back of the same pitcher a foot high screen will protect him against tripping on balls thrown in from infield and outfield. A batting cage in back of the catcher will protect spectators and waiting players from hits by wild pitches or foul tips.

Home plate should be level with the ground

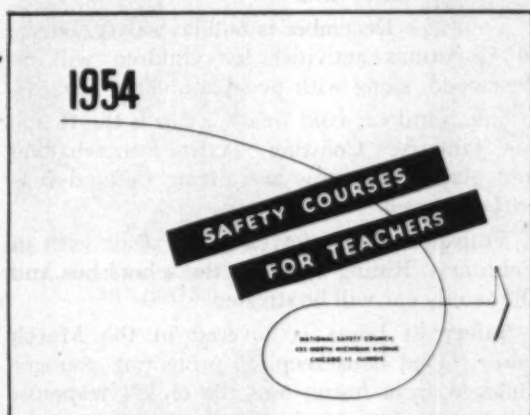
and beveled. If it is higher a runner's spikes will trip over it or it may deflect low balls which then are hazardous to batter, catcher or umpire.

Base bags should be well marked and securely fastened to the ground.

A rubber mat on the pitcher's mound during batting practice will prevent digging of holes and slipping when stepping down. But the mat should be firmly set in the ground.

Tarpaulin. Muddy playing areas are a distinct hazard to the player. Some clubs and schools cover the infield with tarpaulin if there is forecast of rain before the game. If the field is muddy and the game must be played, first place sand on wet spots, pour kerosene over the area, and light it to dry out the ground.

Baseball is the American game. Youngsters will always play it. It is dangerous only when proper safety and equipment standards are not maintained.



1954 NSC Index to Courses in Safety Education Ready

THREE hundred and thirty-eight colleges in 48 states and the District of Columbia will be offering 605 courses in general safety education and driver education during the 1954-55 school year. This is an increase of 90 colleges offering safety education courses this coming school year, compared to 1953-54.

This information is only one of the many helpful facts contained in the 1954 edition of the annual National Safety Council publication "Safety Courses for Teachers," now off the presses and available to teachers and education students nationwide.

"Safety Courses for Teachers" lists college courses for next year in various departments. Its data was gathered from a questionnaire cir-

culated early this year among the colleges and universities of the country.

Published particularly for teachers or education students who wish to know where and how they can prepare for teaching safety education or driver education courses, the listing includes safety courses offered in both regular and summer sessions. The names of colleges and universities are arranged geographically, along with the name of the instructor, the department in which the course is given, the terms in which it is offered, credit received, and the degree toward which this credit can be applied.

The listing indicates that eight schools are now offering a minor in safety education. These are: Los Angeles State College in California; Indiana State Teachers College, Terre Haute; Iowa State Teachers College, Cedar Falls; Wayne State Teachers College in Nebraska; State Teachers College at Clarion, Pa.; State Teachers College at West Chester, Pa.; Thiel College, Greenville, Pa.; and the University of Houston, Texas.

Two of the major sponsors of the various seminars and courses being conducted (other than the colleges themselves) are the American Automobile Association and New York University's Center for Safety Education.

Single copies of the listing are available without charge from the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.



1954-55 Elementary Lesson Units To Build Attitudes and Principles

Animal characterizations to give variety
and freshness to recurring safety themes.

by **Leslie R. Silvernale and Reland Silvernale**
Continuing Education Service *Elementary School*
Michigan State College *Teacher*
Co-authors, *Elementary Lesson Units, National Safety Council*

THE 1954-55 elementary safety lesson unit series will aim more than ever at establishing attitudes and principles, in addition to pointing out specific practices in safety.

As in the past, the units are prepared in the form of pupil worksheets. They are to be used by the children, after group introduction, in independent work at their desks. Or the class may discuss and work out the lesson as a group.

Our endeavor is to make the content of the safety lessons interesting to a spread of three grades in the lower unit and three grades in the upper unit. The vocabulary of the lower unit (grades one through three) is placed at an easy second grade level, and that of the upper unit (grades four through six) at fourth grade.

In each case the experience and maturity level of the child will influence the amount of learning that can be had from the material. Animal pictures and characterizations will be used to give variety and freshness to the necessarily recurring safety themes. The animal pictures will appear largely in the lower units and, whenever possible, in the upper units as well.

Content of the units, month by month, will be related to seasonal hazards. Briefly:

In September the theme is pedestrian safety, emphasizing going to and from school safely.

The theme in October is fire prevention. Safety precautions with respect to the use of matches, bonfires, stoves and other potential home fire hazards will be stressed.

Learning to work and play safely with others in the school environment will be the subject

of the November unit.

Topic for December is holiday safety. Safety in Christmas activities for children will be developed, along with possible holiday hazards.

Safe, outdoor, cold weather fun is the theme for January. Coasting, skating, snowballing and play in the snow are among the activities to be covered.

Transportation safety is to be dealt with in February. Riding safely in the school bus and the family car will be stressed.

Safety at home is covered in the March units. Good housekeeping, protecting younger children from harm, and the child's responsibility for safety on the home premises will be emphasized.

The April lesson centers on playground safety, including games, play apparatus, and safe play areas.

In May summer safety is the theme, and this unit will deal with the typical hazards which an elementary school child is likely to face in vacation months.

These lessons, used to the limits of their possibilities, can be considered an important part of the elementary school social studies program. Also, the emphasis on the individual's responsibility for his own safety, and his obligation to look out for the safety of others, can be an important factor in the character building efforts of the school.

Along with the lessons go the posters. The series this year has been developed out of unit themes, with the single series of monthly posters being applicable at once to the lower and



September: S-0191A
PEDESTRIAN



October: S-0193A
FIRE PREVENTION



November: S-0195A
SCHOOL SAFETY



December: S-0197A
HOLIDAYS



January: S-0199A
WINTER FUN



February: S-0201A
TRANSPORTATION



March: S-0203A
HOME SAFETY



April: S-0205A
PLAYGROUND



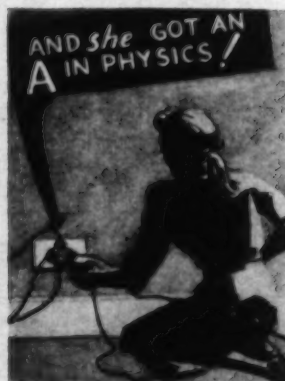
May: S-0207A
VACATION

upper units. Drawn this year around the animal tie-in mentioned above, these posters (as illustrated above) feature the same small monkey throughout. Just as the lesson unit material, several original sketches for the poster series were tested on children in the applicable grade levels. Their reactions to our poster plans for this year were indicative of expected good results.

Orders for lesson units and posters for the school year ahead can . . . and should be placed now. September and October materials will be printed early this summer, shipped to schools before Labor Day. Following units and posters will arrive at regular intervals thereafter, always in ample time for you to fit this material into your daily and monthly lesson schedule.



September: S-0192A
GENERAL ACCIDENT



October: S-0194A
FIRE PREVENTION



November: S-0196A
HUNTING



December: S-0198A
HOLIDAYS, HOME



January: S-0200A
GROUP PLANNING



February: S-0202A
TRANSPORTATION



March: S-0204A
PART-TIME JOBS



April: S-0206A
TEEN-AGE DRIVING



May: S-0208A
WATER SAFETY

1954-55 Secondary Lesson Units To Stress Fundamentals

by Vincent McGuire

Assistant Professor, College of Education
University of Florida
Author, Secondary Lesson Units, NSC

Safety units for next year planned to aid teacher in impressing today's student with the necessity for group work and cooperation in the modern world.

MANY persons claim there should be more stress on the fundamentals in our schools today. The National Safety Council is in complete agreement with this thought . . . and with the thought that there is nothing more fundamental than staying healthy by practicing safety.

During the 1954-55 school year, monthly lesson unit topics will be as follows:

September—the general accident problem

October—fire

November—hunting

December—Christmas and home safety

January—group planning for safety

February—traffic

March—safety on a part-time job

April—teen-age driving dangers

May—water safety

The junior high units (grades 7, 8, and 9) will be geared to that age level and will utilize subject-matter material in emphasizing safety. The units will include techniques in group process and will be based on the latest findings in the psychology of learning. Each unit will be accompanied by a poster depicting the particular phase of safety covered by the unit.

The senior high units will emphasize community work, projects, services, and assembly programs. Also, there will be exercises which will stress individual effort by the student. The same posters which apply to the junior high units will apply here; these posters are developed along the general themes for the year as outlined above.

Secondary posters for the next school year are illustrated, small size and in rough sketch form, on the facing page. Each finished poster will be 8½ x 11½ overall. Two-color and slanted at the teen-ager in art treatment and language, each poster will be suitable for hanging in school rooms as well as on hall bulletin boards.

It is hoped that these safety units will aid the teacher in impressing the student with the necessity for group work and cooperation in our modern world. Also, since attitude is one

of the most important factors in safety, the units will attempt to provide situations where students can analyze their own attitudes as well as the attitudes of others.

Latest known statistics concerning the number of people killed in accidents, the cost of accidents and the number of injuries due to accidents will be used to pose problems entailing use of graphs and statistical analyses. Junior high units will include very practical situations for using arithmetic. Subjects for assembly programs, home room programs and radio broadcasts will also be included.

It is hoped that through these units students will be stimulated to creative efforts connected with alleviation of the accident problem. Last month SAFETY EDUCATION included written work by some high school students interested in safety. Work with the junior and senior high lesson units next year might provide the stimulus needed to develop creative ability of your students.

Briefly, these units will utilize the most modern techniques of teaching, will include the major subject areas of the school curriculum, and will provide a way for the teacher to stimulate her students to greater creative effort. For more information on how you can arrange to have these regular lesson units for use in every classroom of your high school next year, write the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

ORDER NOW

Initial supplies of lesson units and posters for the months of September and October will be put into the mails to school systems throughout the country before Labor Day. To make sure you have safety education teaching and display materials from the first month of the new school year, estimate your needs and place your order now, before you close your desk for the summer.

Learning By Doing

Safety in the craft laboratory is a two-way matter. You first provide a safe environment, then teach the student to use hands and tools safely.

by **Arne W. Randall**
*Chairman
Applied Arts Department
Texas Technological College*

SAFETY is often suggested as the subject of projects in applied arts classes. But safety is also important to this class in progress, and from two viewpoints.

First there must be forethought for safety on the part of teachers and administrators who set up the classrooms, to create a safe environment for art productivity.

Second, safety must be a part of regular instruction in the classroom. Proper use of the tools provided is paramount in the development of skills by these young people.

On the page at right we see such a class in progress, with directions for safety which apply both to the preparation of the classroom for work and to the preparation of the student for safe living. Some of the safety rules are for direction of the teacher; others should be passed on to students from their first day in class. Briefly:

Use of tools

► The teacher should:

1. Keep tools sharp and in good condition.
2. Install proper guards and safety devices.
3. See that all equipment is painted with safety colors recommended by American Standards Association.
4. Post instructions in strategic spots for proper use of tools.

► The student should:

1. Study instructions on use of tools as posted on the bulletin board.
2. Use tools correctly. Most accidents occur with use of improper tools or with incorrect use of the right tool. He should cut away from himself to avoid accidents should the tool slip.
3. Keep his workbench neat. Cluttered workbenches are dangerous.

4. Always work on proper height benches.

Use of equipment.

► The teacher should:

1. Give proper instructions on techniques in use of equipment.
2. Be sure of proper safety color on all tools.
3. Check *Underwriters* warranty on power equipment.
4. Make provision for safe floors, with non-slipping rugs, rubber mats in work areas, and the like.

► The student should:

1. Work only with safety guards in proper position.
2. Be careful not to crowd around another person using power equipment, acid, hot plates, or other potentially dangerous equipment.

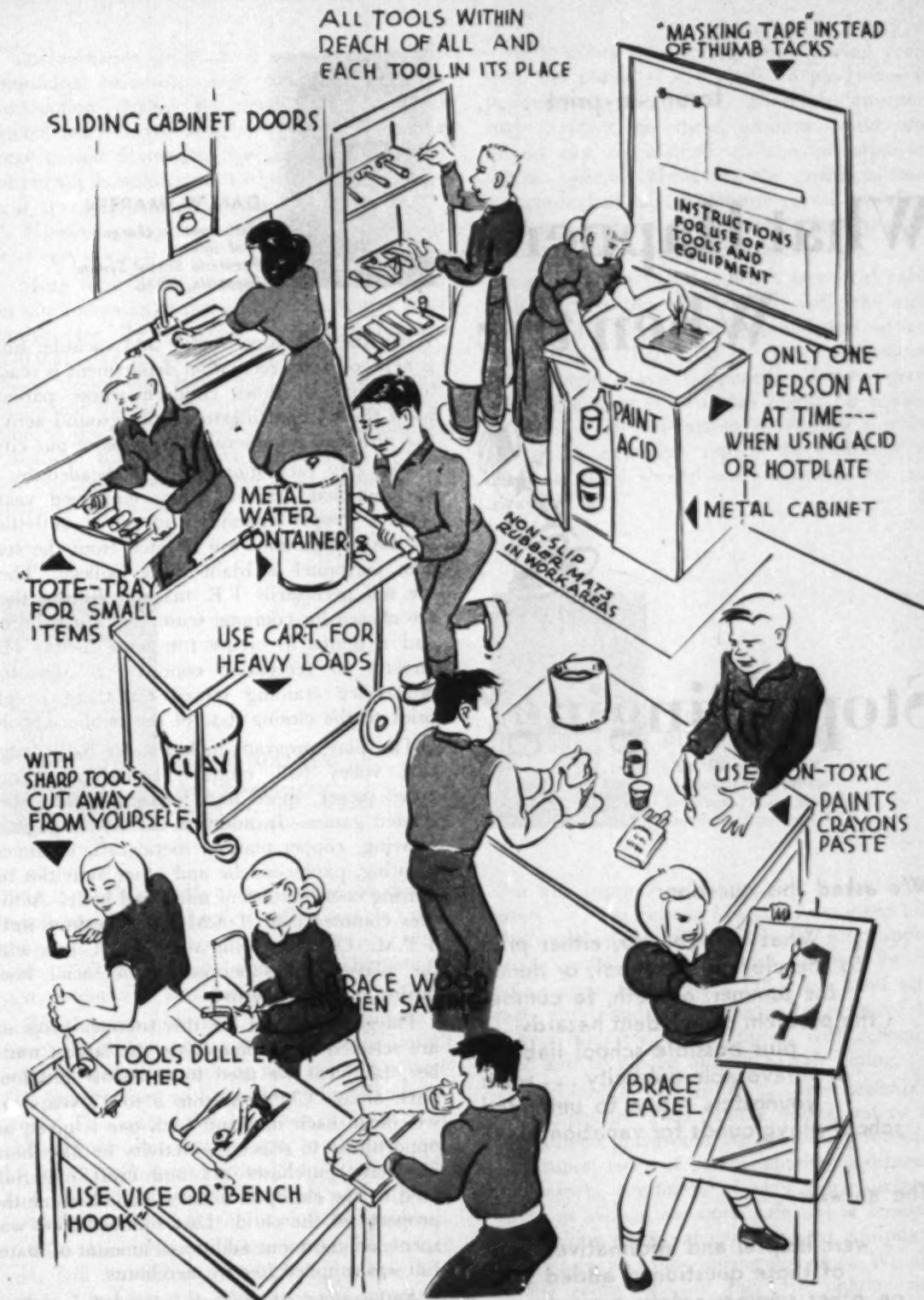
Storage.

► There should be a place for everything and everything in its place.

1. Paints, acids, cleaners should be stored in a closed metal cabinet. Paints should be kept closed; solvents and thinners should be stored in safety cans; acids and other toxic materials should be labelled.
2. Oily rags and wastes should be disposed of immediately. Use only waste cans with hinged covers.
3. Fire equipment should be near the door and easy to reach.
4. Heavy materials should not be stored high.
5. Everything should be stored within reaching height.
6. Floor storage and cluttered floors should be avoided.
7. Storage trays should be used for convenience.

Materials.

► Supply non-toxic paints, crayons, chalk for your students.



► Teach students to return materials to the proper size container when they are finished using them.

Light and power.

► See that your students have adequate light in relation to need. Avoid glare and under-

lighting alike.

- Eliminate extension cords.
- Provide power in proportion to need.
- Check gas and other fuel used in craft laboratories regularly. See that they are used by only one person at a time.

forum-in-print . . .

What Happens When the



Stops Ringing?

We asked this question:

What will you do, either prior to the closing of school, or during the summer, or both, to combat the problem of accident hazards . . . plus possible school liability or unfavorable publicity . . . when youngsters return to untended school playgrounds for vacation play?

The answers

were helpful and informative. Some of those questioned added facts on other summer safety projects . . . additional information you may find applicable in your community in the months ahead.



DAN W. MARTIN

*Asst. Supt. in charge
of safety
Pocatello School System
Pocatello, Idaho*

When the bell stops ringing and vacation time is here, our city recreation department is ready to receive all those children whose parents want them to participate in playground activities provided on several play areas of our city.

The city recreation group is headed by a well-qualified, trained leader employed year-round. People appointed to direct activities on the playgrounds are selected from the student personnel of Idaho State College. They are not necessarily P.E. majors. Rather they are chosen for common sense, love for children and a desire to create fun with them. The director of recreation conducts a two-week pre-service training school for these people prior to the closing date of the public schools.

The play program includes soft ball, dodge ball, volley ball, croquet, badminton, ping-pong, soccer, speed ball, basketball and other related games. In addition children engage in weaving, copper-plating, metalcraft, ceramics, painting, papier-mache and other activities requiring coordination of mind and body. Activities commence at 9 A.M. and continue until 5 P.M. Children bring their lunch, join with the playground supervisor in a social hour during the lunch period.

Playground areas for this summer program are selected to accommodate the largest number; last year we used four schools and four park areas. Children from 5 to 12 years are welcomed each day and each one is given an opportunity to select the activity he likes best. The city purchases art and craft materials used by the child; all articles made become the property of the child. Last summer \$600 was spent; an enormous additional amount of material was supplied free by merchants.

An evening program is provided for those from 13 to 17 years. Last summer 600 boys participated in an evening baseball league and 300 boys and girls took part in a soft ball league. Local business and service clubs sponsor and outfit the teams; more important, these clubs inspire our youth to avail themselves of the opportunities the program offers.

An excellent program is conducted at our municipal swimming pool. Six lifeguards give instruction during the morning period, do guard work in the afternoon. There is also a pool period devoted to special groups and the physically handicapped, with a registered physical therapist to work with the latter group. A Kiwanis camp for underprivileged boys is also very popular.

More than 2,000 young people participated in our recreational program last summer. City budget for the program was approximately \$30,000. While we are happy with what we have done, we feel that we have barely scratched the surface in making our contribution to the needs of boys and girls on summer vacation. But all we have done and all we plan for the future has been and will be done in the name of safety. ■ ■



KNOX WALKER

*Asst. Superintendent
Fulton Cty. Public Schools
Atlanta, Georgia*

During April and May we put a great deal of emphasis on a water safety and a bicycle safety program. During summer months we work with local community agencies in helping to give publicity to local programs.

For the past two years we have attempted to have all students from fifth grade up taught some water safety and the new method of artificial respiration, with students doing the actual work. This instruction has been given by local civil defense directors, by special teachers, and by the Coordinator of Safety Education. Health and physical education teachers and military instructors carried on the work in high schools.

With the close of school, more boys and girls will be riding bicycles. And while bike safety is important in itself, it is also important that through bike safety we can teach traffic safety to the auto drivers of tomorrow as we can teach it to them in no other way. Rules and regulations of bike safety are similar to general traffic safety; in our talks we continually stress that a student on a bike is the driver of that vehicle.

As to safety on school grounds during vacation, the public is not ready to pay taxes to provide supervision there. Therefore, any normal accident on these grounds could and should not be blamed on the principal or school system. However, the principal and superintendent have a definite moral as well as legal responsibility to see that school grounds are kept in a reasonably safe condition.

Last year we found a heavy electrical cable laying across the athletic field with the ends of the cable ragged and exposed and with a hot 110 volt charge on it. You can imagine what might have happened. Broken glass, piles of lumber, or rubbish might be equally hazardous. If contractors or county workers are doing extensive repairs to buildings or grounds, signs should warn students to stay away. ■ ■



RUTH E. CRAGEN

*Asst. Supervisor and
Chairman of Safety
Stamford Public Schools
Stamford, Connecticut*

Our first summer safety project . . . on bicycle safety . . . was held in March. I arranged bike safety assemblies in each school, using appropriate audio-visual aids and assisted by the police department. As a follow-up, soon after each child had the opportunity to have his bicycle inspected and equipped with reflective tape and to pledge himself to safe riding.

This month and in early June assemblies will emphasize good health habits, safety on the summer playground, space enough for various games, rules of games, chasing equipment into streets, conditions of play space surfaces, safety at swings, see-saws, safe use of baseball bats, taking turns, safety space near equipment and games, and play during hot days. We also discuss safety on the July 4th holiday and safety away from home, whether on vacations in other cities or at camp.

A "learn to swim" program is included in elementary pre-summer safety activities. This program includes taking dares, swimming too far, swimming alone, diving, calling for help when not needed, swimming after eating, using

inner tubes for floating, sunburn and reports of water inspection by the health department.

Special emphasis in all these programs is on "you must be your own safety patrol." Prior to the closing of school, safety spot announcements are given on the local radio station and, through the PTA, parents are asked to discuss safe conduct with their children.

We hope that this stress on safety throughout the school year, and particularly in the three months prior to school's closing, will carry over onto playgrounds and into every childhood activity this summer.



HOWARD SCHAUB

*Dir. Health, Phys. Ed., Safety
Yakima Public Schools
Yakima, Washington*

Each spring, prior to the closing of school, a bulletin is sent to teachers for discussion with students. This bulletin covers bicycling, swimming hazards at the lake, pool or beach, canoeing and boating, picnics or camping trips, fireworks, and "the safe walker" as well as playgrounds.

The bulletin section treating of playgrounds reminds students that a careful person will:

- ▶ report at once any apparatus in need of repair
- ▶ never use apparatus improperly
- ▶ play all games according to rules and stay out of streets
- ▶ not encroach on space set aside for younger children
- ▶ apply first aid care in case of accidents, particularly in case of small cuts and abrasions.

After the bulletin has been discussed in class, I contact the schools to see if there are any questions to be answered. Any schools which need further explanation of safety points receive it . . . from such individuals and organizations as the police department, the Yakima Sportsman Association, insurance companies or the like.

We also go over all the supervised recreational programs that will be active during vacation months. One such program is the "learn

to swim" classes conducted by the Metropolitan Park Department and the American Red Cross. We feel that by giving as much information as possible to all students concerning well supervised and instructional programs we aid in reducing the vacation hazards.



FLOYD W. RAISOR

*Supt., Health and Phys. Ed.
Muncie City Schools
Muncie, Indiana*

For the past nine summers the health and safety department of the Muncie City Schools has conducted an organized program of summer safety instruction as a part of the total summer playground recreation program.

Beginning with the week following the close of school our department conducts six weekly programs in each of eight play centers throughout the city. Through a cooperative arrangement between the school city and the city of Muncie, a complete program of recreational activities is offered at various school and park play areas. Our first objective is to promote safety and prevent accidents during months when school is not in session. But we would like to believe that we also promote playground attendance, encourage participation in sports and playground activities, and create an interest in our city parks and school centers along with respect for public property.

Over the years we have stressed different areas of safety. These have included: pedestrian safety . . . going to and from play centers; bicycle safety . . . on streets and playgrounds; water safety . . . how and where to swim; home safety . . . falls, burns and the like; fire safety . . . especially brush and camp fires during the dry season; recreational safety . . . playing on apparatus; auto safety . . . driving safely near the playground; disaster safety for the entire community . . . civil defense.

We average about 600 children per week at our programs. After discussion of the safety topic for the day, we show a film to illustrate. In addition we have used speakers for some programs, have distributed pamphlets and other printed materials obtained from reliable sources, have made safety scrapbooks in handi-

craft classes at play centers. To add interest we sometimes insert a film other than on safety. Many children must spend complete summers at home, so a few travel films or sporting events give them a change without harming the safety portion of our program.



K. N. NOLTE

*Dir., Elem. and Saf. Ed.
Hibbing Public Schools
Hibbing, Minnesota*

To reduce accidents on playgrounds during summer months when children are unsupervised requires an active school program, especially during the spring months prior to the closing of school.

One effective means employed in our schools is the junior safety council. This elementary school organization holds monthly meetings to discuss safety problems pertinent to the season. Representatives to the council report back to their own rooms to correlate their work with classroom activities. Also, a representative of this junior council is a member of Hibbing's Village Safety Council and reports monthly on the school's safety program.

Whereas the goal for the school safety patrol is "to protect children," the slogan for the junior safety council is "to protect ourselves." In so doing the council emphasizes safety in outdoor play during April and vacation safety during May. Training these months contributes to safer practices in the months ahead.

Fortunately, Hibbing has supervised playgrounds during the summer. But there are always children playing by themselves on vacant lots and elsewhere. So vacation safety must become a matter of training in which the school plays a vital part.

Because of the great amount of interest shown in these forums-in-print, we intend to continue them next year. If you have a question you would like to see discussed on these pages, send it to us by return mail.

On our cover: Little Cathy Meyer, daughter of Robert Meyer of the Public Information Department, NSC, mirrors in her face the glee of all children who have "reached the top" of a climbing apparatus on a summer day. Photo by her father.

Send Safety Home With the Grade Card

*by Greba T. Logan
Supervisor of Health Education
Portland Public Schools
Portland, Oregon*

IF "SENDING the safety message home" has ever been your concern, you may be interested in a practice of the public schools in Portland, Oregon.

Here, each year, we include with the child's year-end report card an insert which explains some of the safety features we have tried to impress on the children. These inserts have helped to pass on to parents the safe practices which all children should develop for their own protection . . . whether at home, in school or in the community.

Designed to be used in the classroom before being taken home for further discussion by parents and children, our "Safety Message" starts out with a message to parents from our superintendent of schools. His statement reads in part:

To Parents:

The protection of our children is an important responsibility of the home, the school and the community.

The safe practices listed in this pamphlet should be established by our children at an early age and carried on throughout their lives. We hope you find these reminders helpful and that you and your children have a safe, pleasant summer.

The report card insert then takes up five separate areas where children can be protected . . . or can protect themselves . . . against accidents. Some of the recommendations made on the insert are these (note that they are directed to parents):

Children can be safe on the streets. Your child should:

- ▶ observe safety rules on the street,
- ▶ use crosswalks on pedestrian lanes,
- ▶ look in every direction before crossing streets,
- ▶ obey school safety patrol officers and traffic officers,
- ▶ learn to ride bicycles safely and observe

Continued on next page, column 1

Continued from previous page

rules while roller skating and riding other vehicles.

Children can be safe in the community. Your child should:

- ▶ know the name of his parents, home address, telephone number, and the name of his school,
- ▶ go directly home from school by well-traveled routes,
- ▶ take a friend along to the playground or the movies,
- ▶ accept rides or favors only from friends or relatives.

Children can be safe in the home. Your child should participate in planning a safety program for the home as follows:

▶ prevent falls by: using strong, securely placed stepladders; having sufficient light; keeping stairways and floors clear; using a rubber mat in the bottom of the bathtub; cleaning up spilled liquids from the floor immediately.

▶ prevent burns by: turning handles of kettles to the rear of the stove; keeping electrical equipment in repair; using matches with care; being careful when near any open flame.

▶ prevent cuts by: handling sharp tools with care and keeping them in a safe place; cleaning up broken glass immediately; disposing of tin cans and other sharp objects with care; avoiding undue haste in opening windows and doors with glass panels.

▶ prevent poisoning by: keeping medicine out of reach of small children; labeling bottles properly; keeping poison drugs under lock and key; always reading labels carefully.

Children can be safe on vacation. Your child should:

- ▶ play in safe places such as near home or on supervised playgrounds;
- ▶ learn to use playground equipment safely,
- ▶ stay away from danger spots such as open holes, roofs, and construction work.

Children should know what to do in case of emergency. Your child should:

- ▶ summon adult help in case of emergencies,
- ▶ know how to call the police and fire departments,
- ▶ use approved first aid procedures in case of accident.

"Children who are calm, in good mental health, and alert avoid accidents. They think clearly during an emergency."

Time For



A child's understanding of the world about him Geography books will help. But a trip to the fill in the details of life today while enlarging. Such trips, however, require adequate plan-

Taking your class on an excursion? Safety belongs in the planning stages, as well as later.

TAKING pupils on field trips and excursions offers fine opportunities for experiences and growth that are not obtainable in any classroom. At the same time such trips offer new and different hazards.

Last year, as the first robin beckoned students and teachers out of doors, Lansing school people received from the local safety council a two page mimeographed bulletin calling attention to forethought for safety on school trips. Intended to help the teacher anticipate the hazards of such a trip and plan in advance to meet them, this bulletin divided precise safety suggestions into "before you start," "on the way," and "at your destination."

The suggestions made at Lansing are valid for any teacher anywhere, and timely now. Are you planning a school excursion? Then . . .

Trips...



may be enlarged in many ways. al airport to see a plane will is horizons at the same time. g in advance for safety.



before you start:

- ▶ Secure the permission of school authorities.
- ▶ Check in advance to be sure your "host" can accommodate the group when you plan to bring it, and in the number you are considering.
- ▶ Obtain parents' permission in writing.
- ▶ Plan all details of the trip, including the transportation route. Plan with your pupils. Children who understand well the implications of good planning are less apt to be involved in unsafe conduct.
- ▶ Give adequate instructions to pupils on . . . essential details of the trip, method of checking attendance, standards for safety and behavior, special precautions needed for the method of travel or the areas to be visited, what to do in case of separation from the group, what to wear, what to do in case of accident.
- ▶ Check the roll.
- ▶ Discourage the taking of excess supplies.
- ▶ Plan for adequate chaperone supervision from persons who are acquainted with all the details of the trip and who will accept respon-

sibility for helping to make the trip a safe one.

▶ Restrict the trip group to pupils who are physically well.

▶ Arrange in advance for parking facilities.

▶ Assign passengers to vehicles.

▶ Inform drivers of their responsibilities.

▶ Instruct parents as to the hour of return and where calls may be sent in case of delay.

on the way:

▶ Provide each group member with a copy of the schedule if the trip is at all complex.

▶ Require safe conduct, whether walking or riding.

▶ Choose the safest route on all walking trips.

▶ Obey traffic laws and rules of courtesy in walking.

▶ Do not allow hands, arms or heads out of vehicle windows.

▶ Stress importance of keeping in seats when vehicle (a bus, for example) is in motion.

▶ Provide paper bag containers for objects that might be apt to be thrown out vehicle windows.

▶ Allow boarding and alighting only when vehicle is not in motion.

▶ Watch for doors that fold inward.

▶ Keep the group together.

▶ Have definite time and place checks.

▶ Have a well planned schedule and follow it.

▶ Use the safest route, the safest vehicles, and the safest operators.

when you arrive at your destination:

▶ Follow the safety instructions of the host personnel.

▶ Obey all warning signs placed for human protection.

▶ Keep pupils together with guide and chaperones.

▶ Encourage looking but no touching or tinkering with mechanical devices.

▶ Have well-scheduled stops and rest periods and be sure to check roll.

▶ Avoid doing too much. Accidents are much more likely to happen to the over-tired.

Want more help, more suggestions for planning a safe school trip? Safety Education Data Sheet No. 51 deals further with "Safety in Pupil Excursions." Copies are available at low cost from the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

HOW many times have you said after a meeting: "I should have liked to have asked more questions, but there just wasn't time." Or, "I have a problem I wanted to discuss but I was afraid it would be of little interest to the rest of those present, so I didn't bring it up after all."

If you have had such thoughts . . . once or more frequently . . . the place for you is the 42nd National Safety Congress and Exposition. The program committee has taken you specifically into consideration when planning School and College sessions of this Congress. The result is, next October 18 to 22, at the Morrison Hotel in Chicago, you can have most if not all of your particular questions on safety answered simply by your taking part in a series of consultation services on either or both of two Congress evenings.

Experts in various phases of safety education will be on hand in the consultation rooms from 7:30 to 9:30 each of these nights. *You* may come to the rooms anytime during those hours, stay as long as you want and leave whenever you have the answers you've been seeking. So if you like to spend your Congress evenings at a movie, dancing or over long,

**Private consultation on various
phases of safety education will
be available to all Congress
delegates each of two evenings.
One-day visit to elementary
school also planned for during
42nd National Safety Congress
and Exposition. You'll want
to be in Chicago October
18 to 22 for the**

leisurely dinners, you will still have time to combine any of these relaxing activities with getting your questions answered . . . and all in one evening.

The consultation service is one of two important experimental innovations at this 42nd National Safety Congress. The other experiment is an excursion-type activity. For during the Congress a limited number of delegates (who pre-register precisely for this excursion) will visit a nearby elementary school to observe safety work through the grades.

This activity will begin Wednesday evening with a plans meeting at the hotel. Thursday all day the group will visit the school, breaking up into smaller parties to observe separate grade rooms at different periods, and meeting at the school during the lunch hour and at the day-end to summarize and evaluate their experiences.

Definitely limited in size, this group is open for registration on a first come, first served basis. Further information on pre-registration can be secured from the Congress program committee.

Program for the rest of Congress week, from Monday through Wednesday, will be divided between general sessions and special interest groups, in the same pattern which proved so worthwhile for delegates last year. Thursday, in addition to the elementary excursion, there will be meetings on driver education and, possibly, meetings in other special areas such as vocational education and school transportation.

The committee which is now working out details of this Congress program represents all areas of safety education. Homer Allen, now on leave from Purdue University as Director of Driver Education for the State of Indiana, is chairman. James W. Mann, Principal of Hubbard Woods School, Winnetka, Illinois, is secretary. Additional information and hotel registration blanks may be secured by writing to Mr. Allen in care of the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

'54 Congress

*by Vivian Weedon
Curriculum Consultant
National Safety Council*

Building a fire is an absorbing business and safety is a factor of prime consideration. Note the concentration on the faces of these youngsters as they work out a project in fire safety.

Behind the Scenes

... with "Fire In Their Learning"

by Mary Anne Raywid

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Have you wondered how you and your class might correlate a safety subject with a general program of studies? This article tells you how such a project was spontaneously developed by the class which is "group hero" of the new NEA film, "Fire In Their Learning."

WHAT goes into making a movie? Well, if it's an educational film, and it includes children, and it is to be sound and spontaneous and useful, the answer is—quite a bit!

"Fire In Their Learning," the documentary film recently released by the NEA's National Commission on Safety Education, had its beginnings over a year ago—when Commission members discussed need for a teacher-education film illustrating effective methods in safety education at the elementary school level.

In March of 1953, a Commission-appointed advisory committee of teacher educators, safety education and audio-visual specialists, and elementary teachers and administrators, met. The ideas to be stressed, and the general concept of safety education which would underlie each



scene, were considered. When the one-day meeting closed, the committee had listed in its outline of "things to be included" a good percentage of the principles of modern education.

A few of the items to be covered were: the relationship of classroom learning to living, pupil-teacher planning, the desirability and means of integrating many different basic learnings, the elements of effective teaching, and the diverse kinds of activities that are part of the learning process.

The committee made still another stipulation: this film should provide an *accurate* account of the way in which one group of youngsters learned some of the aspects of safe living. The director and cameraman pleaded for a prepared script. They argued that the greatest degree of naturalness and spontaneity are carefully contrived and achieved through directorial and filmic skills. But the committee felt that the unrehearsed reactions of the children to the work they were doing would test and lend validity to the concepts being illustrated.

The problem of "location" was solved by Dr. Clara Stratemeyer, elementary supervisor in the Montgomery County (Md.) schools, who mentioned a fourth-grade class with which she had been working. In this way Miss Carolyn Patterson's fourth grade at Four Corners School, Silver Spring, Maryland, was selected.

Next major question was, "If we are not going to start from a script, just where is the place to begin?" It was decided that the attention of the fourth-grade youngsters would be brought to focus on a brush fire in the woods adjoining the playground.

After much advance planning (which involved the County Board of Education, the

local fire department and a slight bit of synthetic assistance) a small fire was spotted by a member of the class one morning while the group was on the playground. (The fact that cameras were on hand aroused only a minimum of suspicion. The film makers had already spent time with the class. The children knew that a movie was to be made of their daily activities. By the time the fire occurred, the director and cameraman had many fourth-grade friends and were accepted as members of the group.)

Miss Patterson had assured the director that there would be no need to stimulate a discussion of the fire, once the group was back in the classroom. And a lively exchange on the nature of fire, its causes, and its usefulness to man did develop quickly. One youngster provided the opening for a study of fire a little too adequately. After he had listened to questions his classmates asked, he popped out with: "Why don't we have a social studies unit on fire?" (In spite of its authenticity, there wasn't much that would appear spontaneous and unrehearsed about Graham's proposal. And so, even though faithfully recorded, it does not appear on the final sound track.)

Instead, Miss Patterson listed on the board many of the questions asked, and the things which the youngsters wanted to know. They formed committees, volunteering to search for answers to the questions. Books were brought from home and checked out of the school library. Field trips were planned and carried out—to fire stations, to the museum, and to local industrial buildings. Movies were viewed and a mural constructed. Demonstrations were devised and perfected for showing to other classes. Safe camping procedures were illustrated by the group which built three kinds of fires ("one for cooking, one for warming, and another to keep off animals when you are in the forest").

The way in which the fire unit was integrated with the general fourth-grade program of studies is one of the highlights of the film. The activities listed above illustrate the many different kinds of skills which the children utilized and practiced in pursuing their study of fire. Their interest in fire was employed as an avenue to learning new facts and skills in the language arts curriculum, the science curriculum, the art curriculum, and the arithmetic curriculum. The community clean-up which was one of the culminating activities of the study certainly offered some of the citizenship values which can play so important a role in the safety education program.

Views AND REVIEWS

••• SAFETY TEACHING AIDS

Tommy Gets the Keys is a 32-page, four-color cartoon book published and distributed free of charge by The B. F. Goodrich Company, with the purpose of informing teen-age drivers on safe and sane operation of an automobile.

Teen-agers, especially those who are learning to drive or those who have recently received their driver's license, should find the story interesting. The book makes the point that sportsmanship (the same kind we learn on the athletic field) plus courtesy and skill are the basic ingredients of good driving practice.

Point by point, the book covers an individual training program, taking "Tommy Johnson" step-by-step through the training course. The book commends high school driver education courses as one of the most intelligent approaches to the problem of highway safety.

Free copies may be obtained by writing Public Relations, the B. F. Goodrich Company, Akron, Ohio.

Just announced as we go to press:

Eye Safety in the School Shop Program, published by the National Society for the Prevention of Blindness. Author Spencer B. Hopping believes that America's schools have a key role in fighting the tragedy of industrial blindness and eye injuries, states that all children should be trained to use safety glasses in school shops so that they will naturally continue to wear them when they enter industry. He stresses the fact that eye impairment affects the entire remainder of a child's life, feels that "until school shops have a 100 per cent safety goggle program, they are not adequately educating children in safety for their future welfare."

NEW AND CURRENT SAFETY FILMS

Fire Safety and Prevention

Little Smokey (16mm sound motion) black & white or color. 12 minutes. Production date, 1953. TV o/k. A documentary on Smokey Bear, living symbol of forest fire prevention, narrated by Hopalong Cassidy. The story of Smokey's life from the time he is discovered clinging to a burnt tree until he becomes a permanent resident in the National Zoo in Washington, D. C. An inspirational film for all age groups. Source: Forest Service, Div. of Information & Education, U. S. Dept. of Agri-

culture, Washington 25, D. C. Availability basis: loan. Purchase from United World Films, Inc., 1445 Park Ave., New York 29, N. Y.

Smokey Bear Trailers, Series III (16mm or 35mm sound motion) black & white or color. Production date, 1953. TV o/k. Three trailers designed for television and theatrical use. Featuring Smokey Bear, forest fire prevention rules are stressed. Titles of trailers are *Break Your Match* (40 sec.), *Use Your Ash Tray* (40 sec.), *Obey Fire Laws* (1 min.). Source: Forest Service, Div. of Information & Education, U. S. Dept. of Agriculture, Washington 25, D. C. Availability basis: loan. Purchase from United World Films, Inc., 1445 Park Ave., New York 29, N. Y.

Safe Exit (16mm sound motion) black & white. 17 minutes. Production date, 1948. A non-technical appeal for the need for adequate fire exits in schools, factories, office buildings, etc. How these exits can avert needless tragedy and panic in event of fire and other emergencies pictured. For PTA Associations, school administrations, and general audiences. Source: Von Duprin Div., Vonnegut Hardware Co., 402 W. Maryland St., Indianapolis 9, Ind. Availability basis: loan.

Safety Education

Fire In Their Learning (16mm sound motion) black and white or color, 19 minutes. Production date, 1954. Source, National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Availability: purchase. See previous pages for more information on this new film helpful to pre-service and in-service teacher training.

Child Safety

Dangerous Playground (16mm sound motion) color. 12 minutes. Production date, 1954. A railroad engineer tells children why it is dangerous to play in and around railroad property. Dramatic sequences show dangers of throwing rocks, tampering with switches, climbing over and under standing cars, and trespassing in general. Source: Southern Pacific Company, Superintendent of Safety, 65 Market St., San Francisco 5, Calif. Availability basis: preview, purchase.

Home Safety

Safe To Live In (35mm sound slidefilm) color. 15 minutes. Production date, 1953. A talking dog, who lives with the Average family, points out sources of home accident hazards. His remedy for these hazards is found in his slogan—"Fix it" (repairing tools, appliances, and structures), "change it" (rearranging furniture, controlling traffic flow, and storing things in their proper place), "get the safety habit" (organization, avoiding confusion, loosing unsafe habits). Suitable for high school, college, and adult audiences. SOURCE: Colorado State Department of Health, State Office Building, Denver 2, Colo. AVAILABILITY BASIS: purchase.

Traffic

Look Who's Driving (16 mm or 35mm sound motion) black & white or color. 8 minutes. Production date, 1953. Imaginative cartoon animation demonstrates the perils of acting childish behind the wheel of a car. "Charlie Younghead," normally a careful driver, sees others fighting over the right-of-way like children over a toy. Then one day, he loses control over himself and his car in the same manner, but fortunately learns his lesson and lives. Motto of film is "don't be a 'Younghead' at the wheel." SOURCE: Aetna Life Affiliated Companies, Public Education Department, Hartford 15, Conn. AVAILABILITY BASIS: loan.

The Talking Car (16mm sound motion) black & white or color. 13 minutes. Production date, 1953. A talking car gives Mary and Jack a "car's-eye view" of traffic hazards. It tells them that the traffic safety rules they learned in school are only effective when they are practiced all the time, not just in the classroom. For elementary school levels. SOURCE: American Automobile Association, 1712 G Street, N. W., Washington 6, D. C. AVAILABILITY BASIS: purchase, preview.

General Safety

Water Safety (16mm sound motion) black & white. 11 minutes. Production date, 1953. TV o/k. Designed to promote safe practices in or near water, especially for those who swim or go boating. Presents some of the more basic safety rules for both. SOURCE: Young America Films, Inc., 18 East 41st Street, New York 17, N. Y. AVAILABILITY BASIS: purchase, rental.

R E P O R T

☆ ☆ ☆ ☆ ☆ ☆

on new legislation concerning the safety of children and youth

by **Norman E. Borgerson**
Adm. Deputy
Dept. of Public Inst.
State of Michigan

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A SURVEY form was sent to the chief state school officers of the 48 states requesting information on new legislation affecting the safety of children and youth. Of the 48 states, all but Massachusetts, New Hampshire, New Jersey, North Dakota, Oklahoma and Washington replied.

In 17 of the states which reported, the legislature does not meet in the year 1954. One or two states reported on legislation that was passed in the previous session but which now became effective for the first time. Several states dealt with the subject of school bus transportation.

Arkansas has proposed legislation which imposes a penalty in case of failure to remove the sign "school bus" from a vehicle which is not being used for the transportation of school children. Arkansas likewise has passed a law showing new procedures in connection with overtaking and passing school buses and the loading and unloading of school children.

New Mexico likewise has legislation which proposes to adopt the regulation of the uniform code in connection with school bus operation and the conduct of pedestrians. New Mexico now has a minimum legal driving age of 16 years. It is proposed to drop it to 14 for the reason that by so doing it will permit students to take driver training in high school during ages 14-15.

South Dakota has introduced legislation requiring health certificates and special examinations for school bus drivers. South Dakota

has also introduced legislation governing the passing of school buses which stop for the purpose of loading and unloading school children.

Texas has legislation to reduce the minimum age of school bus drivers from 21 to 17 and also requiring motor vehicles to stop for school buses when loading or unloading children.

Utah has legislation requiring state inspection of school buses at least twice a year.

Vermont has passed laws requiring the inspection of school buses three times a year and requiring a medical certificate for school bus drivers.

Montana has introduced legislation governing standards for school buses, physical examination for bus drivers and mandatory stops at railroad crossings.

Michigan has introduced legislation requiring motorists to stop in both directions for school buses; also requiring chauffeurs licenses for bus drivers. (This offers definite evidence that there is a trend in legislation to provide greater protection for children riding in school buses. There is also a slight trend in the direction of lowering the age limit for drivers of school buses. While Texas is the only state involved this year, there have been other states in recent years that have lowered the age limit.) The legislature is now in session and has several matters before it pertaining to safety of children and youth. There is legislation proposing further limits of speed in areas where schools are located. There is legislation pending which would permit school districts to buy liability coverage for teachers who might be involved in accidents. There is another bill which proposes to require an inspection of all school buildings by the state fire marshal and the state health department for the protection of school children. It is highly doubtful if any of these bills will be passed during the current session, which is the short one.

Minnesota has passed a joint resolution endorsing driver education programs in the schools and encouraging the establishment of safe driver education courses in the schools of the state.

Maine—While the legislature is not in session, there are discussions regarding increasing the minimum legal driving age and also a pro-

Continued on page 40, column 2

Lower Elementary

SAFETY LESSON UNIT

May • 1954



Sketch S-9937-A

A safe rider —

stays in his seat.



Keeps his head and arms inside the car.



Keeps hands off the door.

Keeps hands off the steering wheel.

Does not change places when the car is moving.



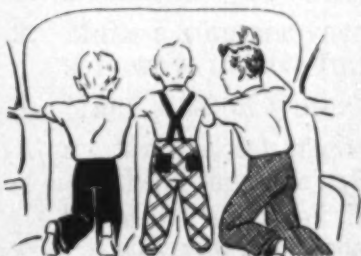
Is quiet.

Draw a ring around the pictures in which the children are being safe riders. Tell why.

Put a red X on the pictures in which the children are not being safe riders. Tell why.



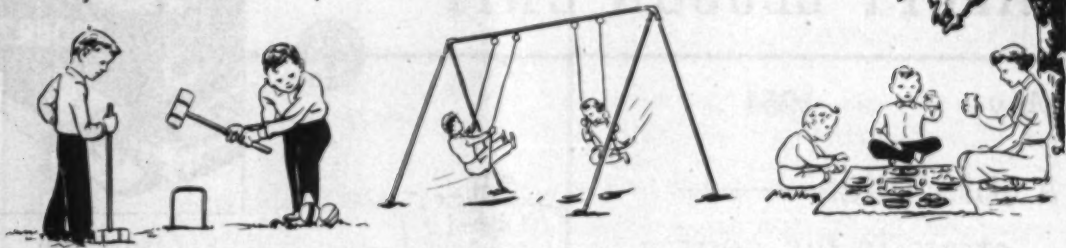
Tell other ways you can be a safe rider.



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Retand Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

For A Safe And Happy Vacation

1. Play in safe places.



Your yard

playground

park

Name some other safe places to play.

2. Keep busy



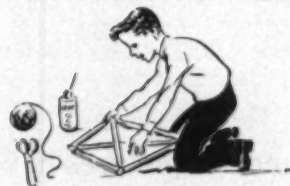
Help Father



Help Mother



Read books



Make Something

Name other ways of keeping busy and safe.

3. Look out for the safety of other children as well as your own.



Something To Do

Make pictures showing:

- (1) a safe place where you will play
- (2) a safe way for you to keep busy
- (3) how you can help keep other children safe.

Upper Elementary

SAFETY LESSON UNIT

May • 1954



Sketch S-9957-A

Summertime Safety

A good rider knows what to do to help the driver drive safely.

Do you know what to do to help the driver? Draw a line under what you think are the better things to do.

It is better

1. a. to stay in your seat and encourage smaller children to sit quietly.
b. to let smaller children climb about the car as they please.
2. a. to talk to the driver all the time to keep him entertained.
b. to talk to the driver only when it is safe to do so.
3. a. to keep the door locked and keep away from the door handle.
b. to keep your hand on the door handle.
4. a. to practice driving by playing with the steering wheel.
b. to keep your hands off the steering wheel.
5. a. to learn to read a road map.
b. to wait until you are grown up before trying to read a road map.
6. a. to keep everyone happy by loud talking and singing when on a trip.
b. to play quiet guessing or counting games when on a trip.
7. a. to always keep your head and arms inside the car.
b. to put your head or arms outside of the window only when you think no cars are coming.

Some Things To Do

1. Dramatize safe ways of behaving in a car.
2. Make a summer vacation booklet in which you write rules and illustrate safe ways to have fun.
3. Make a set of water safety rules for children.
4. a. Make a list of good places to play in your neighborhood. Tell why you think they are safe.
b. Make a list of dangerous places to play in your neighborhood. Tell why you think they are unsafe.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

To have a safe and happy vacation, choose the better way.
Draw a line under what you think is the better way.

It is better

- | | |
|---|---|
| 1. a. to swim alone. | b. to swim or play hard until time to go home. |
| b. to swim with a buddy. | |
| 2. a. to swim where there is a guard. | 11. a. to walk on the left side of the highway, in single file. |
| b. to swim anywhere you please. | b. to walk on the right side of the highway, in twos. |
| 3. a. to learn to swim by jumping into deep water. | 12. a. to ride a bicycle on the left side of the road. |
| b. to learn to swim before going into deep water. | b. to ride a bicycle on the right side of the road. |
| 4. a. to call for help only when you need it. | 13. a. to use hand signals when riding a bicycle. |
| b. to call for help to find out if you'll get it. | b. to let drivers guess what you are going to do when you are riding a bicycle. |
| 5. a. to get a good sunburn right away. | 14. a. to change seats in a small boat only when the water is deep. |
| b. to get tanned little by little. | b. to change seats in a small boat only when the water is shallow. |
| 6. a. to pet strange dogs to make them friendly. | 15. a. to wear heavy, well-fitting shoes when on a hike. |
| b. to let strange dogs alone. | b. to go barefoot when on a hike. |
| 7. a. to start running if you see a dog that frightens you. | 16. a. to clear away the leaves and litter before you build a campfire. |
| b. to walk slowly away from a dog that frightens you. | b. to clear away the leaves and litter after you build a campfire. |
| 8. a. to call loudly for help if someone is drowning. | 17. a. to play quiet games during the hottest part of the day. |
| b. to jump into the water and help the drowning person. | b. to play hard during the hottest part of the day. |
| 9. a. to throw bottles and cans into the water. | |
| b. to put bottles and cans into a trash can. | |
| 10. a. to rest when you get tired swimming or playing. | |

Answers: Page 1—1. a, 2. b, 3. a, 4. b, 5. a, 6. b, 7. a, 8. b, 9. a, 10. a, 11. a, 12. b, 13. a, 14. b, 15. a, 16. a, 17. a.
Page 2—1. b, 2. a, 3. b, 4. a, 5. b, 6. b, 7. b, 8. a, 9. b, 10. a, 11. a, 12. b, 13. a, 14. b, 15. a, 16. a, 17. a.

Junior High School SAFETY LESSON UNIT

May • 1954

Summer Safety

Don't Let Safety Be a Mystery To You This Summer

Vacation starts next month. Will you be able to put the knowledge you gained during the school year to use this summer?

Suppose you find yourself in one of the situations described below, would you know what to do? Read each case and answer the questions that follow. Base your answers *only* on the items mentioned in each situation. *Do not* introduce any new facts.

Snake Bite

Three boys are camping beside a river. Tom is cooking supper while Bill is opening a jar of olives. Cal approaches the camp with an armful of firewood. As Cal steps over a log, a moccasin strikes him in the calf of the leg. Tom and Bill immediately kill the snake and apply a tourniquet above the wound. After cleaning the bitten area, and painting it with antiseptic, they make X-shaped incisions in each fang mark. They have no suction cups to draw out the venom and each is afraid to suck it out because of possible tooth cavities. Tom gives Bill some instructions and soon Bill is drawing out the venom with a suction device.

- Questions: 1. How did Bill obtain a suction device?
2. What safety rules did Cal violate? (at least two)
3. What safety rule did all three boys violate?
4. What additional rules should be followed in treating a snake bite?

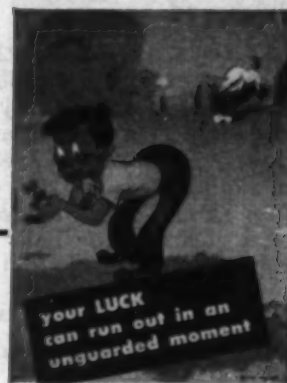
Answers: 1. Tom told Bill to empty and clean out olive bottle.
2. Snake bite kits should be carried on a hike. 3. Don't give patient stimulant; make him lie down; keep him warm; carry him to the nearest doctor.
3. Venom is drawn out. 2. No high top boots. Stepped over a log.
4. Repeat process until most of the heat the bottle over the bite (or a match) and apply the mouth.

Sinking Boat

Two junior high school girls, June and Sally, both non-swimmers, decide to row across a lake. Halfway across the lake their wooden rowboat strikes a half-submerged log which tears a large hole in the bottom of the boat. Water comes rushing in filling the boat rapidly. June gets panicky as the boat starts to go under water. Sally gives some terse instructions. Ten minutes later people on shore hear their cries for help and rescue them.

- Questions: 1. What instructions did Sally give June?
2. What safety rules (at least 3) did the girls violate?

Answers: 1. "Sit still in the center of the boat."—a submerged boat will still carry its capacity. 2. Non-swimmers should not go boating alone; safety devices should be kept in the boat; don't row on unfamiliar waters.



Sketch S-9958-A

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Quicksand

Two boys are hiking through the woods. Dave runs after a rabbit that disappears into the thick, swampy vegetation ahead. Suddenly Don hears Dave calling for help. Racing forward, Don sees Dave struggling in a quagmire—sinking deeper all the time. Don shouts some advice and then breaks off a nearby tree limb and uses it to pull Dave to safety.

- Questions: 1. What advice did Don shout?
2. What safety rule did Dave and Don violate?
3. What safety rule did Dave violate?

Answers: 1. Don't struggle—fall forward with arms and legs outstretched and face to one side. 2. Always find out about danger spots before you hike. 3. Never rush through thick woods—know where you're going.



Deep Water

Three girls, fourteen years old each, walk to a wide lonesome beach. Joy and Janet are non-swimmers. Jerry is a good swimmer. All three take off their bathrobes and place them with their towels on the sand. Joy and Janet wade in the shallow water looking for shells. Jerry goes swimming. As Jerry comes swimming for shore, she yells, "Help, I have a cramp . . . save me!" Joy wades out as far as she can, but finds Jerry is still five feet from her outstretched hand. It looks bad for Jerry until Janet, remembering her safety lessons and despite being shorter than Joy, saves Jerry.

- Questions: 1. How did Janet save Jerry?
2. What other method could have been used?
3. What rule of safety did Jerry violate?
4. What rule of safety did all three girls violate?

Answers: 1. She tied a towel and bathrobe together, loaded out as far as possible, and threw one end of the improvised "rope" to Jerry. 2. Joy could have held Janet by the shoulders and pushed her out horizontally so Jerry could grab her feet. 3. Never swim alone. 4. Swim only where safety devices are present.

Can You Match the Proverbs with the Safety Rules?

Directions: Listed below, by numbers, are familiar proverbs. Mixed in with the proverbs are safety rules which are lettered. You are asked to:

1. Match the correct number with the correct letter.
 2. Check *Bartlett's Familiar Quotations* for the source of the proverbs.
- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Fools rush in where angels fear to tread. 2. Look before you ere you leap. 3. Many hands make light work. 4. Cleanliness is indeed next to Godliness. 5. Out of sight is out of mind. 6. Haste maketh waste. | <ol style="list-style-type: none"> A. Build camp fires carefully and safely. B. Never swim alone—have a buddy. C. Always test the ground carefully when hiking. D. Don't lift heavy obstacles alone. E. Check the diving area carefully before you dive. F. Always clean and apply antiseptic to a wound, no matter how small. |
|--|--|

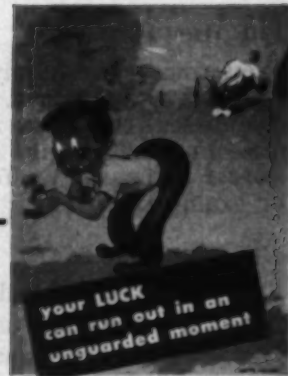
Proverbs—Answers: 1C; 2E; 3D; 4F; 5B; 6A.

Practice What You Preach: It is not enough to *know about* safety—you have to *practice it*. Remember, don't take the "I" out of "holiday" by being careless.

Senior High School

SAFETY LESSON UNIT

May • 1954



Sketch S-9958-A

Vacation Bound ...



... or Bound by Vacation?

Undoubtedly you are now looking forward to the leisurely months ahead. Some of you may go to the seashore, or to the cool mountains, or to the lake regions. Others may stay at home and spend time in the recreation parks or on the local beaches. Some will go to work. Whatever *you* are planning to do, make sure that you are *planning* safely. If you do, you will have a more pleasant summer. Accidents are not fun anytime. They ruin a vacation.

Pictured below are some of the hazards of the summer season. Examine each one carefully. What safety rules should be followed? Check your answers with those on the back page.



Drownings

Almost half of the 6,800 drownings that took place in 1952 occurred during the months of June, July, and August. How can drownings be prevented?



Injuries From
Strenuous Games

Injuries occur during strenuous games. How should you care for them?



Sunburn

What should you do if you want a glorious tan?



Snake Bite

What precautions can you take to prevent snake bite?



Fire Hazard

How can you decrease the fire hazard to yourself and others?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Plan the Trip

You and your family are planning a three day camping trip. You are going to drive to your camp area situated by a river noted for good fishing. How will you plan in order to insure a safe and happy trip? For example:

A. Is your car safe?

1. Have you checked the tires?
2. Have you checked the brakes?
3. Have you checked the lights?

What other items should be checked?

B. What safety equipment will you need?

1. A first aid kit is always a "must" on any camping trip.
2. A flashlight with extra batteries should be included.
3. A stout rope for emergency use should be carried along.

What other safety items will you need?

C. Have you packed your car properly?

1. Are your fishing rods properly secured and not sticking out at an angle to be hit by passing cars?
2. Are your lines free from hooks?
3. Is all gear securely fastened and not obscuring the drivers' vision or impairing his movements?

What are some other rules to follow in packing your car?

D. What passenger rules should be followed?

1. Will you help the driver by sitting quietly or distract him with horseplay?
2. Can you help the driver by checking the route so as to give directions when needed?
3. When driving in the woods will you help the driver by checking unsafe bridges and soft ground areas?

What other rules should be followed?

E. Picking a good camping spot

1. Should you pitch a tent under a tree or in a clear spot?
2. How close to the river should your tent be?
3. What kind of area should be picked for a campfire?

What other items should be checked for camping?

F. Going fishing in the river

1. If you have an outboard motor, will you need oars?
2. Is it safe to go downstream, using half of your fuel supply, planning to use the other half coming back?
3. Should the boat be equipped with life preservers?

What other boating rules should be followed?

G. Going home

1. Is the campfire out?
2. Is all equipment securely fastened on the car?
3. Are you starting early enough to drive home during daylight hours?

What other provisions should be made before going home?

Safety Suggestions

1. a) never swim alone
b) never swim when tired or overheated
c) never swim immediately after eating
d) observe the safety rules posted on the beaches
2. a) treat cuts and scratches *promptly* with antiseptic
b) always obtain medical attention for deep wounds
c) apply an ice bag or cold cloth to a bruise
3. a) begin your tanning with short periods—not more than ten minutes the first time
b) increase your periods of tanning *gradually*
c) apply a lotion or a cream after each swim
d) apply a lotion or a cream every two hours
4. a) always wear high top boots in snake country
b) don't slip quietly through snake country—make noise
c) don't step over a log—snakes like to lie under them
d) always check under the backseat of a rowboat before sitting down, snakes like to lie there
5. a) clear your campfire area of grass and shrubs before building a fire
b) surround the fire area with stones to prevent spread of fire
c) always have a pail of water and a shovel handy to check a fire
d) don't build your fire on top of a hill



*Dress For Safety With
Graubard's
Nationally Known Safety Patrol Equipment*

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well. Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

RAINCOATS
White—Yellow—Black
HELMETS
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GRAUBARD'S

*"America's Largest Safety
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266 Mulberry St. Newark 5, N. J.



Two attractive misses at Academy High School in Erie, Pennsylvania, point to pictures on their bulletin board that show "Pranky Franky" in action . . . a general nuisance to his fellow students and teachers.

Q pranky Franky . . .

The practical joker was the subject of a recent safety project of the guidance group at Academy High School in Erie, Pennsylvania.

The picture on this page, showing two students with the bulletin board which pointed a finger at "Pranky Franky," illustrates just one phase of the effort made to cut down on high school accidents resulting from misdirected high spirits. A mimeographed bulletin sent to all students the same week said in effect:

"We all know people by the name of 'Frank' . . . people, for example, who delight in playing practical jokes. . . . These people may be among your friends, but they are (more likely) the ones you avoid at all costs because being with them usually spells ACCIDENT! Their grim sense of humor isn't so funny when you are the one who gets hurt. As you think through last week, can't you remember several cases where certain acts might have resulted in an accident? These may be just careless, thoughtless acts, or could it be that these people just haven't grown up?"

Attached to the message was a check list reflecting the "Joe the Joker" lists which were part of NSC Secondary Lesson Units for April. One list, "Am I a hazard in my school?" included items to be checked such as these: "I run down stairs . . . leave my locker door open . . . throw material on the floor . . . ignore instructions . . . think safety is sissy stuff." Academy students added some apparently local habits to their list, ended it with a fitting two-word description of any Joker Joe or Pranky Frank: "I am a general nuisance!"

BULL

Q accident facts . . .

The 1953 accidental death toll was approximately 95,000, or one per cent less than the 1952 toll of 96,000. Accidental injuries numbered about 9,600,000, including 340,000 which resulted in some degree of permanent impairment.

Present indications are that in 1953, as in earlier years, accidents were the fourth most important cause of death, exceeded only by heart disease, cancer and vascular lesions of the central nervous system. A comparison of 1953 with 1952 shows that deaths by accident were down two per cent in the 0 to 4 age group, up one per cent in the 5 to 14 age group, up two per cent in the 15 to 24 age group.

These are facts from The Condensed Edition of Accident Facts, now off the presses and containing preliminary estimates for 1953. The Complete Edition, a 96 page booklet, will be published in July and will contain numerous charts and reference tables as well as an analysis of data. That edition will be priced at 75 cents per single copy; single copies of the condensed edition can be had *now free*, with prices for quantity orders on request.

Q safety sheepskin . . .

When the William Fell school in Baltimore, Maryland, graduated its sixth graders last mid-term, "safety in living" was the theme of the exercises.

According to the Staff Newsletter of the Baltimore Public Schools, 35 boys and girls made puppets and scenery and wrote a play for the occasion. Safety was featured, along with patriotic and sacred songs and an original school song. Henry A. Barnes, traffic director of the city of Baltimore, presented the diplomas and spoke to the youngsters.

ETENS FACTS, FEATURES, FUTURE

Q precaution for safety . . .

Children on the way to school can cross heavily traveled U.S. 31-W, near Fort Knox, Kentucky, with safety these days. Instead of dodging traffic, they now cross under the highway, through a new 75-foot underpass which connects the school with a large housing project.

The underpass, built of steel tunnel liner plates, was installed in 19 days with no open cutting and no obstruction to vehicular traffic, reports the January issue of *American City*. Cost of the underpass: \$25,000.

Q leave it alone . . .

Blasting caps are shiny, pencil-sized metallic cartridges which, when inserted into sticks of dynamite and detonated by a burning fuse or electric charge, trigger the dynamite's explosion. The caps in themselves are dangerous since they contain a powder charge that can be set off by careless handling, shock, or heat. When this happens, fragments from the cap's disintegrating metal casing can puncture an eye, sever a hand or foot, or, in extreme cases, cause death.

Despite many efforts, accidents and injuries from blasting caps continued last year. In many cases the mishaps apparently were the result of reckless daring of misguided and uninformed youngsters. And there is both an expanded child population and a growing use of dynamite in the U.S. today. The possible result: more blasting cap accidents this year.

What is the answer? One you can pass on to all your students. Simple and to the point, it goes like this: If you find a blasting cap, leave it alone and call the police!

Q looking ahead . . .

► The annual meeting of the American Council on Education will be held at the Conrad Hilton Hotel in Chicago, October 14 and 15.

MAGAZINE INDEX TO BE PUBLISHED SEPARATELY

This year, for the first time, the annual Index to *Safety Education Magazine* is not published as part of this May issue. We believed that many of you might not use these reference pages, would prefer instead to read additional articles on special phases of safety education this month.

However the Index will still be published. It will appear in the next few months, containing as in past years a complete subject, title and author index of all material which has been published in this magazine during the current school year. Page size will be 7 x 10 inches, the same as *Safety Education*.

WARNING: The Index will not be mailed to all subscribers. If you save or bind your issues by the year and want the Index for reference purposes, it will be sent you free on request. But you must place your order for the Index on or before June 1. Address your request to The Editor, *Safety Education Magazine*, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Q swimming summer schools . . .

A revised curriculum, to meet the needs of students with varying interests and levels of ability, will be inaugurated this year at the American Red Cross National Aquatic and Small Craft Schools. Thirty-two schools are scheduled at sites throughout the nation in June and August.

Principal feature of the new plan for these schools is the opportunity provided for water safety instructors who have a history of successful teaching or who are professional teachers to enroll in advanced work. These students may elect competitive swimming, recreational swimming, synchronized swimming, first aid instructor training, or small craft instructor training. Electives available at any one school will depend on student interest and facilities.

Keys to driver training!

PROVEN AIDS FOR DRIVER SAFETY EDUCATION



SAF-T-RATER

The Lowest Priced Unit
in the Field!

TESTS FOR

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4. Color Recognition
5. Night Vision
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A Complete, Portable
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SEEING IS BELIEVING! MAGNO SAF-T BOARD

The Magnetic Traffic Board that

- Realistically presents traffic situations for group presentation.
- Uses actual scale models of cars, trucks, signs, stanchions, etc.
- Proven, quick, practical way to teach drivers the PRINCIPLES of SAFETY.
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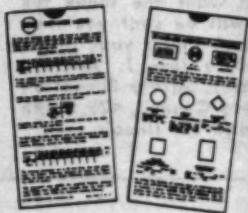
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AUTO DRIVE VISUAL

The Traffic Quiz comes complete with carrying case.

- Contains 180 questions and answers based on the Uniform Motor Vehicle Code.
- Jumbo Double Dial automatic question selector which sparks audience participation and interest.
- Answers visible only to instructor — each instructor or "quiz-master" can conduct an expert safety meeting without preparation.
- Also contains 100 illustrations and Car-toons along with Habit Attitude Section.



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Plus Standard Highway Markings Chart.

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- Reaction, Braking and Total Stopping Distances in feet for individual scoring.
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- A Simple, Effective, Safety Device for Everyone who drives.



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"SAFETY TIE"

Perfect for Safety Awards, Special Presentations and all persons connected with Driver Safety Education and Accident Prevention. An excellent means of identifying yourself with your all-important work in SAFETY.

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Men and women are eligible to enroll in the schools if they are 18 years of age or older, are certified by a physician to be in sound physical condition, and if they plan to use their training to teach others. There will be nine schools in the eastern area, 10 in the midwestern area between June 2 and August 25, seven on the west coast, and three in the southeastern area. Further information may be obtained from your local Red Cross chapter.

Q in the family (and the safety) tradition . .

Mr. and Mrs. J. T. Howard are editors of *The Hickman Courier*, Hickman, Kentucky. Their grandson is Philip, son of Dr. and Mrs. R. E. Howard of Brentwood, Missouri.

During the Christmas holidays eight year old Philip, on his own, wrote an editorial which has since been published in his grandparents' newspaper. His subject: "How to Save Your Life!" It reads like this:

"You people don't realize how important it is to read the signs when you are driving.

"Let's stop and talk to one of the signs and see what they think about you people not reading them.

"Well, I'm the cattle crossing sign. We signs stand here day and night just for the protection of you people. You don't seem to know how important we are.

"Some people read us, then they don't pay any more attention to us than if we were a mouse."

Q from the boardwalk . . .

Norman Borgerson, Administrative Deputy, Department of Education, State of Michigan, and Vivian Weedon, Curriculum Consultant, NSC, were two of 17,000 persons who attended the February meeting of the American Association of School Administrators at Atlantic City.

From Atlantic City Vivian and Norm sent back some "safety soundings." For example:

► The theme of AASA's convention was "Educating for Citizenship," with safe living mentioned as an important part of citizenship. More attention was given to lay participation in the schools than ever before.

► In the exhibit, school buildings and school transportation achieved a place of major importance. Safety is evident in both phases.

► Superintendent Ward Miller of Wilmington took time out of his busy schedule to go over a statement of the place of safety education in the curriculum for the Safety Education Supervisors Section.

for SAFETY PATROL EQUIPMENT



Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons. We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white JUNIOR SAFETY PATROL. No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

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| Per Dozen \$5.00 | Lots of 50 28c each |
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SIGNAL FLAGS—12x18 inches

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| Red cotton bunting, white lettering, "SAFETY PATROL." |
| Per dozen \$6.00 |
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Write for our Safety Patrol Circular
OUR RECORD 54 YEARS

AMERICAN BADGE COMPANY
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Make Safety Their Responsibility, Too!

Continued from page 5

to meet local needs can be made. Moreover, the program need not end with the regular school year. In farm areas special activities might be planned in advance to correspond with, for example, farm safety week, in July. But whatever the plan, final decisions on the program of action should rest with the student safety organization.

Committees will make your organization effective . . . the more so because they will make it possible to include as many students as possible in the safety program. The committees should be formed under the leadership of the student safety organization, with one member of the organization on each committee, probably as chairman. Suggested committees are: publicity, shop safety, physical education, school patrol, accident reporting, inspection, safety code, and correspondence. Permanent school clubs or sub-groups . . . as a bicycle safety club or a safety court . . . might grow out of some committees. Local situations will call for special committees, such as a farm safety committee in a rural area. But whatever committees are set up will, once again, depend primarily on the needs of your school.

HOLLYWOOD TRAFFIC BOARD for instruction in DRIVER EDUCATION



Developed by a teacher in the Los Angeles City Public School System to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education.

1. Simple to operate. Fascinating to watch. Holds attention of viewing group.
2. Several vehicles may be moved simultaneously to demonstrate actual traffic.
3. Operates from the rear. Nothing obstructs the view of the observers.
4. Very light in weight but substantially made. Can be carried anywhere with ease.
5. Needs no special stand because it clamps to any available desk, table, etc.
6. Local highway patterns may be drawn and inserted in the frame to illustrate special situations.

Used by many schools (from 4th to 12th Grades), Utilities such as Bell Telephone Co., Courts, Attorneys, Insurance Companies, Safety Councils, Television Programs, etc.



Potent Pending

Manufactured by
THOMAS W. HALLIDAY
911 N. Westmount Dr. Los Angeles 46, Calif.

Report on Legislation . . .

Continued from page 26

posals for changing the speed laws. This indicates that there is a legislative trend in terms of additional restrictions on youthful drivers and an effort to increase the number of and quality of the driver education programs in the state.

Maryland has legislation in process which proposes to provide additional funds for driver education.

Wisconsin has an interim committee studying the possibilities of legislation involving driver education in high schools.

Pennsylvania and California both passed new laws at the last session of their legislatures subsidizing driver education in the high schools. In California the Courts themselves have raised the question as to whether the law which imposes an extra one dollar fee for every \$20 fine involving moving violations is constitutional. Apparently, it is being held up in the Courts at the present time so this legislation is producing little result in California.

Pennsylvania's new law which provides that a percentage of the money collected on original learner's permits be used to subsidize local driver education programs has produced rather outstanding results. It is reported that the number of high schools offering driver education with practice driving has increased from 200 to 412 during the year. The funds available subsidize local programs to the extent of approximately ten dollars per student, which is approximately twenty-five per cent of the cost of the course. It is suggested by Pennsylvania officials that perhaps the subsidy ought to amount to as much as fifty per cent.

South Dakota has legislation pending involving the use of fire escapes and fire extinguishers in the school buildings.

Tennessee also is working on legislation involving driver education in order to require schools to offer the program.

teen-age road-e-o . . .

A comprehensive work kit of materials for the organization and development of a Teen-Age Road-e-o is available from the office of the U.S. Junior Chamber of Commerce, 21st and Main Streets, Tulsa, Oklahoma.

FIGHT THE OLD ICEBOX HAZARD

*with these helpful new materials, offered
FREE to schools, local safety councils, the
PTA, Girl and Boy Scouts, and other groups...*

The National Safety Council is currently preparing special safety education materials on the subject of discarded iceboxes, refrigerators, freezers and other airtight cabinets.

Through the cooperation of the Household Refrigerator and Farm and Home Freezer sections of the National Electrical Manufacturers Association we offer you FREE OF CHARGE...

► A Safety Education Data Sheet dealing with the hazards of such discarded airtight cabinets, including specific information on how they can be rendered harmless.

► A special poster warning youngsters that discarded iceboxes and the like are not safe places to play and suggesting that they report any they see to their parents.

A national campaign now in planning will focus attention on this hazard during the week of June 6 to 12. The data sheet and poster are being made ready for use in advance of the campaign, preferably during May. Both offer information and assistance to teachers in elementary classrooms, to local safety councils, to safety chairmen of the PTA, to Boy and Girl Scout leaders—to all organizations interested in working to reduce this childhood accident hazard.

Use the blank below to ask for as many of these free data sheets and posters as you can put to use. However, please do not ask for more than you can use effectively and immediately; initial supplies are somewhat limited. Suggested distribution: one data sheet for each teacher or group leader, two posters for display in each school building or activity center.

Wayne P. Hughes
Director, School and College Division
National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

Please send me _____ copies of SAFETY EDUCATION DATA SHEET #62 . . . HAZARDS OF
DISCARDED ICEBOXES AND REFRIGERATORS
_____ posters

NAME _____

TITLE _____

SCHOOL OR ORGANIZATION CONNECTION _____

STREET ADDRESS _____ CITY _____ STATE _____

Under his jacket

Are you proud that he has everything he needs as he starts the adventure of each day at school? Be prouder still of something hidden under his trim jacket—the stout heart that sends him off unafraid and eager.

This, too, you have given him because your love has made his small world secure. With it, he will build his own security as each challenge comes, in those days when he must stand alone without you.

What finer gift can you give those you love than the gift of security? It is the great privilege in America, where we are free to provide it.

And think, too—this is the way each of us helps build the security of our country, by simply taking care of our own. A secure America is the sum of its secure homes.

The security of *your* country begins in *your* home.



Saving for security is easy! Here's a savings system that really works—the Payroll Savings Plan for investing in United States Savings Bonds.

This is all you do. Go to your company's pay office, choose the amount you want to save—a couple of dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in Series "E" Savings Bonds which are turned over to you.

If you can save only \$3.75 a week on the Plan, in 9 years and 8 months you will have \$2,137.30.

U. S. Series "E" Savings Bonds earn interest at an average of 3% per year, compounded semiannually, when held to maturity! And they can go on earning interest for as long as 19 years and 8 months if you wish, giving you back 80% more than you put in!

For your sake, and your family's, too, how about signing up today?

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